

**The Report of the
Accreditation Visiting Team**

**West High School
241 North 300 West
Salt Lake City UT 84103**

April 9-10, 2003



Utah State Office of Education
250 East 500 South
PO Box 144200
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**West High School
241 North 300 West
Salt Lake City UT 84103**

April 9-10, 2003

UTAH STATE OFFICE OF EDUCATION

**Steven O. Laing, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

Patti Harrington, Associate Superintendent

**Vicky Dahn, Director
Curriculum and Instruction**

**Georgia Loutensock, Specialist, Accreditation
Curriculum and Instruction**

Salt Lake City, Utah

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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 9 and 10, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of West High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Dr. Joyce M. Gray is commended.

The staff and administration are congratulated for the generally fine program being provided for West High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of West High School.

Steven O. Laing, Ed.D.
State Superintendent
of Public Instruction

UTAH STATE BOARD OF EDUCATION
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84144-4200

District 1

Teresa L. Theurer
66 Canterbury Circle
Logan, UT 84321
Phone: (435) 753-0740
teresatheurer@aol.com

District 6

Tim Beagley
3084 South 3550 West
West Valley City, UT 84119
Phone: (801) 969-6454
tbeagley@sisna.com

District 11

David L. Moss
1964 Hawk Circle
Sandy, UT 84092
Phone: (801) 572-6144
tedamoss@msn.com

District 2

Greg W. Haws
5841 West 4600 South
Hooper, UT 84315
Phone: (801) 985-7980
gregwhaws@aol.com

District 7

John C. Pingree
1389 Harvard Avenue
Salt Lake City, UT 84105
Phone: (801) 582-5635
jpingree@skhart.com

District 12

Mike Anderson
455 East 200 North
Lindon, UT 84042
Phone: (801) 785-1212
mike@mbaconstruction.com

District 3

Edward Dalton
1323 Bryan Road
Erda, UT 84074
Phone: (435) 882-4498
edalton@erda.net

District 8

Janet A. Cannon
5256 Holladay Blvd.
Salt Lake City, UT 84117
Phone: (801) 272-3516
jacannon@mstar2.net

District 13

Linnea S. Barney
1965 South Main Street
Orem, UT 84058
Phone: (801) 225-4149
ellessbee@attbi.com

District 4

Joyce W. Richards
930 East 5000 South
Ogden, UT 84403
Phone: (801) 479-5370
rjwrchrds@aol.com

District 9

Denis R. Morrill
6024 South 2200 West
Taylorsville, UT 84118
Phone: (801) 969-2334
dmorrill1@attbi.com

District 14

Dixie Allen
1065 South 500 West
Vernal, UT 84078
Phone: (435) 789-0534
dixie.allen@uintah.net

District 5

Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010
Phone: (801) 292-9261
krb84010@aol.com

District 10

Laurel Brown
5311 South Lucky Clover Ln
Murray, UT 84123
Phone: (801) 261-4221
dbrown@aros.net

District 15

Debra G. Roberts
Box 1780
Beaver, UT 84713
Phone: (435) 438-5843
debrar@netutah.com

Pamela J. Atkinson*

1123 South 20th East
Salt Lake City, UT 84108
Phone: (801) 583-2375
pa44@msn.com

Sara V. Sinclair*

1340 North 1500 East
Logan, UT 84341-2851
Phone: (435) 754-0216
saras@sunshinetrace.com

Steven O. Laing

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Secretary

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WEST HIGH SCHOOL
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Kenneth O. Grover Assistant Principal
Margery A. Parker Assistant Principal

Counseling

Gregory Forbush Counselor
Marco Herrera Counselor
Orin Johanson Counselor
Connie Jeanne Larsen ELP/IB Counselor
Wendy St. James Counselor
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| Lucinda Cox | Lorna Landon | Lisa Stevens |
| Josh Dennis | Marisella Lavalie | Shirlene Stevens |
| Neely Diaz | Sharon Livingston | Aimee Tatton |
| Joyce Durrant | Ed Lloyd | Jacquelyn Tovar |
| Madeline Eugster | Teresa Lopez | Margarita Tovar |
| Angela Evans | Mariana Lullanes | Candance Turner |

Evelyn Ulibarri
Rafael Vasquez

Jenifer Visarraga
Palmer Wade

Brian Wahlin
Walter Watson

Faculty

Julie Adams
Syd Aland
Mike Alvord
Cathy Anderegg
Audrey Anderson
Melissa Anderson
Danny Aragon
Aileen Aviles
Phil Babcock
Julia Barrientos
Stephanie Bernitter
Marva Bickle
Brian Blodgett
Tina Breck
LaDawn Broberg
Heather Call
Dan Campbell
Joyce Campbell
Hilary Carrier
Steve Case
Robyn Chandler
Roland Clark
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Marco Herrera
Don Holtry
Martina Hopper
Shelia Jaymes
Mary Jensen
Orin Johanson
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Teri King
Connie Jeanne Larsen
Cody Lougy
Jane Lyman
Larry Madden
Theresa Mbaku
Catherine McDonald
Garth McFarland
Dan McGuire
Walt Mehr
Robert Micken
Melody Moore
Rett Neale
Jenny Nicholas
Nikki Orton
Debbie Padden
Lorna Parkinson
Lori Pettit
Jim Powell
Sheridan Prince
Kristy Proesch
Charles Provow
Hillary Pugh
Susan Raymond
Vardell Reese

Nicole Reitz-Larsen
Brenda Rhodes
Linda Richmond
Kathleen Robbins
Phillip Sakashita
Morris Sargent
Helene Schroeter
Merri Sharma
Maren Slabaugh
Marty Smith
Sally Smith
Wendy St. James
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Diana Taggart
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Patricia Tate
Brent Taylor
Eileen Taylor
Marsha Thatcher
Ed Thomas
Kent Thompson
Marcie Thompson
Colleen Tregeagle
Melinda Waterbury
Mick Webb
David White
Mindi Wilder
Larry Wilson
Marce Wilson
Kim Winn
Susan Zuhl

WEST HIGH SCHOOL

Our Vision

Every Student will achieve.

MISSION STATEMENT

To provide meaningful, academic, vocational, and cultural experiences needed to challenge and empower students to become contributing citizens and life long learners.

BELIEF STATEMENTS

- Students, teachers, parents and the community should share the responsibility for creating a safe, caring, learning environment.
- A student's educational experience is enhanced by positive relationships, communication and mutual respect among and between students and staff.
- Curriculum and instructional practices and abilities should be varied to facilitate continuous improvement and differences in learning styles.
- Students are entitled to an environment where teachers believe in them and expect their best work.
- Continuous improvement is necessary to enable students to become confident, self-directed, life long learners.

MEMBERS OF THE VISITING TEAM

Carolyn Schubach, Hillcrest Junior High School, Murray School District,
Visiting Team Chairperson

Syndee Dickson, Granite School District,
Visiting Team Co-Chairperson

Gregg Roberts, Churchill Junior High School, Granite School District

Richard Farley, Indian Hills Middle School, Jordan School District

Rosanne Markham, Evergreen Junior High School, Granite School District

Shannon Hoskins, Bonneville High School, Weber School District

Georgia Loutensock, Utah State Office of Education

VISITING TEAM REPORT

WEST HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

West High School is located in the urban heart of Salt Lake City. The school is surrounded by some of the highest rates of violence, gang and neighborhood drug activity in the city. The neighborhood encompasses a mix of industry and older housing. Urban renewal projects, generating new industry and revitalization of the surrounding areas, are evident. West's school boundaries combine affluent students along with highly impacted students.

West High School is unique in that it is really three schools within a school. In addition to a regular 9-12 high school curriculum, West houses the Extended Learning Program (ELP) of Salt Lake School District, which offers a highly accelerated academic program for grades 7 and 8. Students selected have shown they need a more rigorous academic program. Only students residing within Salt Lake School District can be considered for this program. Thirdly, West High School houses the International Baccalaureate Program, a global, interdisciplinary academic program that is both philosophical and practical. Students from through the state are eligible to participate in this program. Combining all these programs together with a highly impacted school community, comprised of a significant number of limited English proficient students and impoverished students, makes for a unique and challenging educational opportunity.

a) What significant findings were revealed by the school's analysis of their profile?

The school profile presented data on five risk factors that they have identified as adversely affecting student achievement and attendance, stakeholder survey results, ALS student enrollment data and racial diversity of ELP and IB program. Initially the profile described five risk factors that they feel make traditional school success a challenge: mobility, ethnicity, family income level, special education needs and English language needs. Data was presented of how these risk factors adversely affect student attendance, SAT 9 performance, GPA, and 9th grade reading and writing skills test performance. Next, parent, student and teacher survey data was given on quality of instructional program, quality and availability of student activities, quality of departments and other topics. It was noted that parents rated the school quality high, followed by teachers and students. Brief analysis was given such as: "Students rated West High at a 2.56 suggesting they disagree somewhat that West meets their needs. The area of strength given by students was the amount of support for student learning. The area of weakness given by the students was the quality of the departments." Data was also given on ALS enrollment from 1998-2003 noting that English Language

learners are increasing each year, but no disaggregation of data to indicate numbers of students in A, B or C categories. Student achievement data for all students from SAT 9 and Utah State Criterion Referenced Tests was not presented in the profile so there is not an accurate picture of who is learning and who isn't, and what achievement targets will be addressed in the action plan.

b) What modifications to the school profile should the school consider for the future?

The administration indicated that they have student achievement data but did not present it in the profile. It is evident that the administration and school leadership is in the process of collecting student data to use for making decisions about school improvement, staff development and allocation of resources. It is suggested that the school continue to work with the district to design an effective management system that can be used by different stakeholders. This effort should extend to disaggregating the SAT 9, CRT, writing assessment data by content clusters, gender, grade levels, ethnicity, etc. to find out who is learning and who isn't.

Suggested Areas for Further Inquiry:

- In an effort to identify specific student achievement targets, both the CRT and SAT 9 should be disaggregated by content clusters and quintiles, (mastery, partial mastery, minimal and near) for each grade level and if possible by gender and ethnicity. This data on low performing students can be used to make better instructional decisions.
- The analysis of course grades, attendance and discipline patterns should be incorporated in the school's comprehensive profile in the future.
- Parent and student survey data can be disaggregated by department for their use in setting performance goals for students.

CHAPTER 2: THE SELF-STUDY PROCESS

a) To what extent has the school community engaged in a collaborative self-study process on behalf of students?

West High School has been a part of ongoing Salt Lake City School District reform efforts through the Annenberg Project. Within the parameters of the district reform efforts, West High engaged in a very extensive school self study. In order to gain additional information for the accreditation process, surveys, focus groups and departmental analysis were conducted. The norm of the West High culture is to constantly collaborate and look for ways to improve. This

process brought to the table excitement about studying instructional and organizational effectiveness using NSSE standards. The entire faculty was involved in focus groups to study these standards. This combined with student and some parent input, provided impetus for new direction and growth.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

While the self-study incorporated much information about current programs and organizational analysis from focus groups, accurate student achievement data was lacking in the profile. This created a lack of alignment between student achievement data and the action plan. After much discussion and thorough review of Salt Lake City School District's Performance Standards, a decision was made by the staff to adopt these as their own DRSLs. However, it is not clear how the staff intends to explicitly teach, assess and align the DRSLs with their action plan.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

West High School's desired results for student learning are as follows:

- Contributor to Community
- Quality Worker and Producer
- Self-Directed Learner
- Complex Thinker and Problem Solver
- Effective Communicator
- Cooperative Group Participant and Leader

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The school went through an extensive consensus building process to build their shared vision for the school. Parents, students, teachers and administrators were invited to attend focus group meetings and give input, from the initial phases through the actual writing and approval of the final statements. In addition to the focus groups, the entire faculty was placed into small groups to examine and contribute suggestions for the shared vision, mission and beliefs. The Visiting Team feels that West High School did an effective job developing their mission

and beliefs. We commend West High School for their work in this area and the leadership's understanding that this is an on-going process, and that continued refinement of the mission and beliefs may be necessary in the future.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The key issues of literacy, advocacy and best practices were integral in the formulation of the Vision, Mission and Beliefs. Stakeholders believe strongly in the need for continuous improvement in student achievement, and this focus is evident in the belief statements. Only limited profile data was available to the staff in developing the beliefs, mission and vision. Future trends were somewhat addressed, but not thoroughly examined and/or considered during this process. The most valuable aspect of the process for those involved was the dialogue it opened up among faculty members, helping them see the importance of collaboration and building community. It helped them to clarify their number one belief, that "students, teachers, parents and the community should *share the responsibility* for creating a safe, caring, learning environment."

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

Although the Vision, Mission and Beliefs were done as a collaborative, consensus-building process, it was decided that the DRSLs would be adopted from Salt Lake School District's Performance Standards. As a result, the stakeholders did not develop their own set of DRSLs connected to the school's mission and beliefs. However, they did do extensive work with the DRSLs, with each faculty member creating rubrics of how the DRSLs were aligned with their curriculum. DRSLs should answer the question, "What should all students know and be able to do in order to be successful in the 21st Century?" While the faculty has identified how the DRSLs fit into their curriculum, there appears to be a lack of understanding about how to make them an explicit part of student learning. There also needs to be more direct alignment of the DRSLs with the School Action Plan.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Upon interviewing the staff and leadership teams, the Visiting Team found some evidence that curriculum is clearly defined and aligned with both the district standards and the State Core. Some collaboration between departments has taken place to integrate Core concepts, but it is more informal than formal. Essential

knowledge and skills in most content areas are identified and are usually developed into the curriculum. There is some evidence that the curriculum development process takes into account the learning needs of most students. Some departments collaborate regularly in developing a standards based curriculum. However, it is not clear if all teachers are doing so or if there is an evaluative process to ensure this is happening. Furthermore, the Visiting Team found some evidence that the school evaluates curriculum regularly and not all departments take into account student performance data. Additionally, the Visiting Team noted that only some departments are consistently making modifications to curriculum. Moving forward with disaggregate data (i.e., test scores, drop out rate) will support the desired focus on essential concepts while meeting the individual needs of all students

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The Visiting Team recognizes that the school and staff members have made a great effort to promote a collaborative culture at West High. As a result of the staff's commitment to education, it is evident that academic progress has been made since starting this process. Although they have made a conscious effort to reach out to each department through school-wide discussions, all staff members cannot articulate a clear academic focus. There is limited evidence that the curriculum development process takes into account the DRSLs. Therefore, increasing the school-wide understanding of the critical importance of DRSLs will enable the school community to have a clear focus around curriculum and instruction. . Certainly the beginning stages of a school-wide focus (i.e., reading across the curriculum) are emerging and need to be formalized into a school-wide action plan. West High staff needs to continue to examine the NSSE rubrics to identify where they are and where they want to be on the levels of performance.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

During classroom visits the Visiting Team observed many teachers using multiple teaching strategies, including hands on activities, oral reports, small group work, lectures, writing to learn, re-told stories, and class discussion. Student and parent interviews indicated that they are satisfied with the quality of instructional at West High. The team has observed the faculty to be hardworking, dedicated, and available to students and parents. The staff has expressed a desire to work across departments to develop meaningful curriculum and instruction. An example of current work in this arena is the emphasis on reading across the content areas, (every teacher a reading teacher).

The school action plan outlines a process to provide training and support in the Best Practices i.e., Cooperative Learning, Differentiated Learning, Reasoning Strategies, Critical Thinking Higher Order Thinking, Alternative Language Services, Sheltered Instruction Observational Protocol (SIOP), Collaborative Learning Communities (CLC.) However, the Visiting Team concurs with teachers concerns that standards of quality professional development be observed vs. many one shot workshops in order to build skills and capacity in teachers. West High has taken on many professional development endeavors to increase their skills, without consistently tying these efforts to student achievement data. Professional development should be narrow and ongoing in order to impact student achievement data. To achieve this desired goal, a shared commitment by all departments must be undertaken. West High should be commended on their efforts to create a positive academic learning climate

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

West High engages many students effectively (i.e. honors, ALS, AP, IB and some specialty programs). However, based on attendance and GPA, minority and low socioeconomic groups are somewhat less engaged. Additionally, the Visiting Team was unable to collect evidence indicating to what extent individual teachers monitor and adjust their instruction to address the different ability levels from gifted to at-risk found within a regular classroom setting. A close self-evaluation concerning differentiated instruction might help the school address this concern.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

West High consistently provides its students with opportunities to access additional academic support for learning. Students and parents reported that many teachers are available before and after school, and are happy to provide help with assignments or difficult concepts. Additionally, there is an organized school-tutoring program from teachers where any student interested has the opportunity to receive additional assistance. Information gathered from students and parents indicates that West High provides students with many opportunities to improve and enrich their learning experience. Opportunities include: UVSC Partnership, Writing/Computer Lab, Anytown, Upward Bound (U of U), Assisted Studies, School for Success, Literacy Center, Homework Hall, Talent Search (SLCC), and Local Youth Conferences. This is a major strength and commitment for West High that is to be commended and celebrated.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The philosophical underpinning of the accreditation process is for schools to develop DRSLs' and to evaluate student progress toward the DRSLs by assessing that progress over time. Assessments and data together are to drive the school improvement efforts. The Visiting Team has found little evidence of school-wide assessments, or classroom assessment developed around the DRSLs.

This finding was partially validated by the West High School focus group who developed an assessment tool to get a better picture of the methods being used by West's faculty. The survey, which was completed by about half of the teachers, asked questions about the traditional written forms of assessment. Only one question requested information on alternative forms of classroom assessment. Through this tool, the group determined that they used nineteen different forms of assessment. However, none of the questions linked the DRSLs to the assessment process. Upon tabulating the results, the group indicated the staff feels very strongly that most teachers do not have an accurate means of assessing student performance when they enter the classroom. There is only slightly more confidence, based on focus group report, that assessment information is being used to alter curriculum to meet student needs.

The Visiting Team finds that although there is an abundance of data, it is not being used to drive school improvement of student learning in most departments.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

West High School teachers, according to a survey, use a variety of methods to assess student learning. Most of the examples referred to in the survey were based on classroom subject matter, but not DRSL's or school wide standards. There is little evidence that assessment is connected to school wide performance standards and specifically to the school DRSL's. However, classroom observations indicate that a variety of assessment methods are being used. There is little evidence that the dissemination of standardized testing is used to analyze teaching methods or student performance. The profile did not include sufficient data on standardized test results and there was little evidence in the classrooms or in talking with teachers that the results were analyzed to modify instruction or to impact student learning in any other form.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

There has been an abundance of data collected by the school administration. The profile did not address how widely the data has been disseminated, or if it has

been condensed and analyzed. Teachers are not articulate about the data and its connection to student learning.

There is evidence that teachers use and design individual assessment tools in a fair and equitable manner. They feel confident that they can assess what learning has occurred in their classes. They all agree upon and understand why certain grades are given beyond the points earned, and can succinctly relate assessment to specific cognitive or skill development. The staff has mixed feelings about whether they have a school-wide philosophy of evaluation and grading, but according to the accreditation report, work is being done in this area.

The Visiting Team found little evidence that assessment tools are being used to modify teaching methods, or track student learning, in connection to the school action plan.

Leadership for School Improvement:

- a) *To what extent does the leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

All stakeholders interviewed were highly complimentary of the vision, unity and modeling from the administrative team. Students, staff and parents all commented on the advocacy for students and promotion of quality teaching and high standards set forth by this team. Students were unanimous in feeling valued and supported. Specific support programs have been enacted to foster academic excellence and positive climate. Academics success is a focus for leadership.

- b) *To what extent does leadership employ effective decision making that is data-driven, research-based, and collaborative?*

Administration, department leaders and focus group chairs used data to guide their discussions and decisions. However, the bulk of teachers cannot address gaps in student achievement, how this data guides their instruction, or identify patterns of learning. The administration frequently informs the staff about data and has provided professional development opportunities to engage teachers in the use of data. This is an ongoing effort that is to be commended.

- c) *To what extent does leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

At the core of the administrative team's work is promoting high standards and student achievement. Data is frequently monitored at a district level and distributed to leadership, but not always taken to the classroom level. While the leadership of the school, including department chairs, are continuously reflecting

on student achievement, there seems to be a lack of school wide clarity regarding achievement data and schools goals based on the data.

- d) *To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

Students and staff credit the administration for providing ongoing vision and support for students and staff. The learning environment at West High is incredibly positive. Students clearly articulate that they have all the support they need and it is up to them to take advantage of it. The vast cultural differences of the students are celebrated and honored and the students and staff are caring and friendly with one another.

- e) *To what extent does the leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

West High has been involved with site-based governance for a number of years. This model provides a means for staff to collaborate on school goals and allocation of resources. The leadership of the school is highly informed and very professional regarding school improvement efforts. They keep abreast of current research and best practices and allocate funding to see these things demonstrated in their school. A good example of this is the Collaborative Learning Community groups that have started this year. This professional development model is promoting cross-curricular collaboration around student work.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The site based governance model provides the framework for school wide participation and commitment to the goals for student learning. However, the administration sets the vision and tone for the school community to achieve their goals. Great support and empowerment is provided by the principal and other leaders in the building. Most impressive to the Visiting Team was the student voice, which was consistent in saying, *"I feel supported and cared about. High standards have been established and it is up to me to take advantage of the opportunities provided for me to help me reach my goals."*

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team recognizes the positive & productive working relationships established by West High School among students, teachers, support staff and administrators. West High creates and sustains a learning environment for students that nurture a sense of caring and belonging. Collaborative teams have been created to achieve school goals.

Focus groups have been created around the seven areas of instructional and organizational effectiveness as outlined by NSSE. All staff members are involved in these focus groups and the majority expresses a desire to continue their work and collaborative learning in these groups. Many staff members are also involved in newly created CLCs. This promotes a sense of community and purpose throughout the school and across departments. Students have many opportunities to be involved in school clubs, organizations, service learning, student activities and athletics. Many varied support programs are in place for those students who may need extra help and services.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

West High School takes strategic steps to reach out to all families to help engage them as partners in the learning process. There is high support for collegial working relationships across K-16 levels of education. The West High community continues to build on their long-standing tradition of collaborative networks of support with community members, youth service agencies, clergy, and education and business partners. Meaningful partnerships are established that extend learning opportunities for students and provide resources to support their achievement goals. Some of these unique partners include UVSC tutoring, Anytown USA, and Colors of Success. This highly collaborative effort is also demonstrated through the Partnership Council, Family Literacy Center, Community Education, Indian Walk-in Center and many others.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Salt Lake City School District and West High School have provided many opportunities for their staff to be engaged in professional growth. The administration is highly supportive of school improvement and professional development activities. It is clear that a majority of the staff have a high commitment to earning advanced degrees and endorsements as well as participating in ongoing professional development. Staff members are currently studying Best Teaching Practices, Cooperative Learning, Sheltered Instructional Observational Protocol, and many topics that will help them with underachieving students. Teachers expressed that the focus needs to be narrowed with time for practice, coaching and feedback, vs. learning so many new things all at once.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The administration works diligently to develop an atmosphere of collaboration and continuous improvement. It has been reported to the Visiting Team by students, staff and parents that the leadership in the school fully supports the faculty. There appears to be a strong desire to do what is best for the students. The faculty reported that they enjoy the professional development activities and have enjoyed the focus groups set up to complete or begin the process of self-evaluation. They also mentioned the need to continue these groups as they have gained much by collaborating with staff members from other departments.

CHAPTER 4: NORTHWEST ASSOCIATION OF SCHOOLS AND OF COLLEGES AND UNIVERSITIES (NASCU) STANDARDS I-X

Standard I – Educational Program

This standard is met.

Standard II – Student Personnel Services

This standard is met.

Standard III – School Plant and Equipment

This standard is met.

Standard IV – Library Media Program

This standard is met.

Standard V – Records

This standard is met.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met.

Standard VII – Preparation of Personnel

This standard is met.

Standard VIII – Administration

This standard is met.

Standard IX – Teacher Load

This standard is met.

Standard X – Activities

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school wide action plan adequate in addressing the critical areas for follow-up?*

The school's "Student Advocacy Action Plan" is a culmination of ongoing steps to promote student achievement, advocacy for students and teacher quality. While the plan is comprehensive in nature and is complete with 'those responsible for actions' and a 'timeline', it doesn't specifically address the achievement gaps in student learning as indicated by achievement data. Most of the goals addressed in the plan are ongoing and focus on professional development or support programs. The DRSLs are not addressed and there is no alignment between profile data, work of focus groups and the action plan.

While many appropriate actions are outlined in the plan, it seems to lack focus and targeted goals. An alignment based on student achievement data and DRSLs will strengthen the purpose of the plan and lead to greater outcomes.

- b) *To what extent is there sufficient commitment to the action plan, school wide and system wide?*

As most of the action steps in the plan are currently ongoing and already involve all stakeholders, there seems to be a great deal of buy in to the plan. When the plan is realigned to address gaps in achievement data and the DRSLs, system wide buy in will need to be readdressed. Due to the collaborative nature of the staff and the high advocacy for student learning at West High, the Visiting Team anticipates that there will continue to be buy in for student achievement plans.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school wide action plan appear to be?*

The constant monitoring of student success by the administration and the use of the site-based governance principles in making decisions, provide a means for constant monitoring of the action plan. Creating clear goals tied to data and DRSLs will provide a focus so that all stakeholders may more easily identify gaps in instruction and progress towards desired outcomes.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- West High School is a place where students, staff, parents and other stakeholders feel comfortable, appreciated and challenged. Advocacy for students is very apparent and validated by conversing with representatives from all stakeholder groups. Multiple support programs provide opportunities for students to increase their academic skills and receive cultural and social support.
- The staff of West High has been heavily engaged in professional development. The Collaborative Learning Communities are an innovative way to provide ongoing support for implementation of the strategies learned in professional development sessions. SIOP and other best teaching practices professional development is providing impetus for some teachers to adapt teaching strategies to the needs of underachieving students.

- The leadership and staff are to be commended for their ongoing school improvement efforts. The accreditation process was undertaken with diligence to thoroughly and thoughtfully study their school. The work of the focus groups created interdepartmental synergy and there is a strong desire to continue those discussions.

Recommendations:

- While the school has collected an extensive amount of data, there is limited analysis and dissemination of the data. School improvement efforts should include ongoing collection and analysis of data in your school profile. This data will then be used to make curricular, instruction and assessment decisions that improve student achievement.
- The staff needs to bring the DRSLs to the forefront of their instruction and assessment in the classroom. It is recommended that the staff develop systems to teach and assess the DRSLs. A collaborative study of how other schools have taught and used the DRSLs may be helpful.
- Professional development should be narrowed and more focused to target those teacher skills that will improve classroom instructional as linked to student achievement. Job embedded professional development designs, such as the CLSs, will help efforts to become realities in the classroom.